

# Summer 2011 Reading List for Upcoming 7th Graders

## Advanced

Choose one of the following books to read and complete the Project Plan:

Crispin: the Cross of Lead by Avi

A Fine White Dust by Cynthia Rylant

The Birthday Room by Kevin Henkes

Chameleon by Charles Smith

A Wrinkle in Time(any in the series) by Madeleine L'Engle

Wild Man Island by Will Hobbs

Skunk Scout by Laurence Yep

When You Reach Me by Rebecca Stead

One Crazy Summer by Rita Williams-Garcia

Where the Mountain Meets the Moon by Grace Lin

The Mostly True Adventures of Homer P. Figg by Rodman Philbrick

Elijah of Buxton by Christopher Paul Curtis

Rifles for Watie by Harold Keith

Mercy on These Teenage Chimps by Gary Soto

## Project Plan for Advanced Students:

Directions: Answer the following, using sentence and paragraph format. You will need to turn in your drafts of your project. Your final may be written in ink or typed.

1. Title
2. Author
3. Number of pages
4. Copyright date
5. Characters: Describe each major character, including outward appearance and personality traits.
6. Setting: Where and when does the story take place? Describe each.
7. Plot Analysis:

- A. Exposition: Explain how the book begins.
- B. Rising Action: Describe how the problems or events start to become more serious and exciting.
- C. Climax: What is the high point or the most exciting part of the story?
- D. Falling Action: How is the problem(s) resolved?
- E. Resolution: What happens at the end to bring all of the story together?
- F. Summary: Write the key events in chronological order.
- G. Recommendation: Why should I, your teacher, read the book? Why should I not read the book? Back up your opinion with specific examples from the book.
- H. Illustrate a favorite scene from the book you read. You are imagining the scene to be the way you illustrate it. Place this on a separate sheet to be attached to your project. Why did you choose this scene?

**\*\*The project is to be turned in the second Friday Language Arts Class. You need to have everything neatly placed in a folder or notebook. Label drafts. Place your illustration carefully in the back of the folder. Protective sheets are nice to use. Students may receive extra credit by donating the book they read to the classroom library.\*\***

## **Gifted/Talented**

Choose one of the following books to read and complete the Project Plan:

The Autobiography of Miss Jane Pittman by Earnest Gaines

The Chosen by Chaim Potok

Death Be Not Proud by John Gunther

The Red Badge of Courage by Stephen Crane

The Miraculous Journey of Edward Tulane by Kate DiCamillo

Peter and the Starcatchers(any in the series) by Ridley Pearson and Dave Barry

The Thief(any in the series) by Megan Whalen Turner

The Evolution of Calpurnia Tate by Jacqueline Kelly

Heart of a Samurai by Margi Preus

Where the Mountain Meets the Moon by Grace Lin

The Graveyard Book or Coraline by Neil Gaiman  
The Great Wide Sea by M.H. Herlong  
Alligator Bayou by Donna Jo Napoli  
When You Reach Me by Rebecca Stead  
Written in Bone: Buried Lives of Jamestown and Colonial Maryland by Sally Walker  
Taken by Edward Bloor  
Do Not Pass Go by Kirkpatrick Hill  
Billy Creekmore by Tracey Porter  
Lost Time by Susan Maupin Schmid  
The Mailbox by Audrey Shafer  
Changeling by Delia Sherman

## **Project Plan for Gifted/Talented Students:**

Directions: Answer the following, using sentence and paragraph format. You will need to turn in your drafts of your project. Your final may be written in ink or typed.

1. Title
2. Author
3. Number of pages
4. Copyright date
5. Characters: Describe each major character, including outward appearance and personality traits.
6. Setting: Where and when does the story take place? Describe each.
7. Plot Analysis:
  - A. Exposition: Explain how the book begins.
  - B. Rising Action: Describe how the problems or events start to become more serious and exciting.
  - C. Climax: What is the high point or the most exciting part of the story?
  - D. Falling Action: How is the problem(s) resolved?
  - E. Resolution: What happens at the end to bring all of the story together?

F. Summary: Write the key events in chronological order.

G. What was the mood(s) of the story? Describe each.

H. Choose two sentences with a great deal of sensory imagery. Copy them from the book, use quotation marks, and give pages where they are found in the book. Explain why you chose these sentences for sensory imagery.

I. Recommendation: Why should I, your teacher, read the book? Why should I not read the book? Back up your opinion with specific examples from the book.

J. Illustrate a favorite scene from the book you read. You are imagining the scene to be the way you illustrate it. Place this on a separate sheet to be attached to your project. Why did you choose this scene?

**\*\*The project is to be turned in the second Friday Language Arts Class. You need to have everything neatly placed in a folder or notebook. Label drafts. Place your illustration carefully in the back of the folder. Protective sheets are nice to use. This project will count as a 200 point assignment the first nine weeks of school. Students may receive extra credit by donating the book they read to the classroom library.\*\***